

# 2019 Annual Report to The School Community



School Name: Springvale Rise Primary School (5537)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the *Education and Training Reform (ETR) Act 2006*. This includes schools granted an exemption by the VRQA until 31 December 2019 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in *Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School*.

Attested on 13 March 2020 at 12:05 PM by Jodie Pyman (Principal)

The 2019 Annual Report to the school community:

- has been tabled and endorsed at a meeting of the school council
- will be publicly shared with the school community.

Attested on 14 March 2020 at 12:33 PM by Sean O'Reilly (School Council President)

## About Our School

### School context

Springvale Rise Primary School is a dual-campus government sector school located in the South-Eastern Victoria Region, approximately twenty-five (25) kilometres from the Melbourne city centre. The Heights Campus is positioned in a well-established residential area and features two modern open-plan learning centres, a synthetic basketball court, state-of-the-art playground equipment, large grassed playing fields and a kindergarten (which operates in partnership with the City of Greater Dandenong and Best Chance). Approximately two (2) kilometres south, the Springvale Campus is located in central Springvale and bordered by both residential and commercial zones. The original, red brick schoolhouse now accommodates the administration offices, whilst the refurbished classrooms, synthetic oval and inviting play areas all contribute to a learning environment of which the whole community is proud.

Springvale Rise Primary School aspires to create an inclusive and respectful learning community that nurtures, supports, inspires and challenges all members of the school community to achieve and celebrate their personal best within a culture of collaboration, shared responsibility and high expectations. Three characteristics that underpin this vision are: our students being at the centre of the school's curriculum planning, and learning and teaching models with a focus on the whole child; student and adult learning that is supported through a culture of collaboration and shared responsibility; and high expectations. "Two Campuses – One School".

At Springvale Rise Primary School our core values are:

- Collaboration - Working together to create something new and with a common goal in mind.
- Excellence - Empowering all members of the school community to achieve and celebrate their personal best within a culture of high expectations.
- Resilience - Bouncing back from difficulties or disappointments. Accepting challenges, trying hard and not giving up easily.
- Respect - Caring for, understanding, accepting and appreciating others and ourselves. Looking after our environment. Honesty, integrity and consideration. Celebrating diversity – diversity of cultural background, diversity of religion, diversity of thinking.

In 2019, the school had twenty-six (26) home-groups - eleven (11) on the Heights Campus and sixteen (16) on the Springvale Campus - and offered specialist programs in Visual Arts, Physical Education / Sport, Performing Arts and LOTE (Vietnamese). In 2019, the Multicultural Kitchen Garden Program was introduced for the Middle Learning Centre students. The core focus of the program was to develop the students' knowledge about food and how it contributes to our health and wellbeing. The facilitators of the Multicultural Kitchen Garden Program successfully applied for a variety of grants receiving approximately \$20,000. These funds were used to upgrade the garden facilities on both campuses.

On Census Day, the school had an official total enrolment of 550 students. The level of disadvantage remained high with the SFO index at 0.81 and the percentage of NESB students was 80% with approximately forty (40) languages other than English being spoken by families. (Around 30% of students were from a refugee-type background). Seventeen (17) International Students enrolled over the course of the year.

In 2019, the school employed approximately sixty-eight point eight (67.8) equivalent full-time staff comprised of four (4) principal class officers, five (5) leading teachers, forty-six (46) teachers and twenty-seven (27) education support staff. There was an increase in staff numbers compared to 2018 which was linked to the organisational structure and included an additional literacy learning specialist, and four (4) additional education support staff.

The Springvale Rise Primary School Community Hub, which was established in 2014 in partnership with Community Hubs Australia and the Scanlon Foundation, continued to engage with families in our community. During 2019, 160 families engaged with Springvale Rise Primary Community Hub through a variety of programs which include three (3) playgroups, four (4) English language classes and computer sessions, along with a Multicultural Women's Friendship Group. To promote positive relationships and attachment between parents and young children aged 0-5, and aide the language development of young children through songs, rhyme and story time, the Parent Child Mother Goose program was introduced to the Community Hub in 2019. Four (4) Springvale Rise Primary School staff members were

trained in the facilitation of the Parent Child Mother Goose program and implemented it on both campus on a weekly basis.

In 2019, ten (10) of our mothers completed a Level 1 Food Handling course and ten (10) women participated in the Peace and Prosperity Kitchen Garden Program at Government House. A group of eleven women also commenced studying for a Certificate III in Education Support (delivered by BestChance in partnership with the school) and four women also commenced studying for a Certificate II in Community Services.

Over fifty (50) families participated in a variety of excursions including the ArtVo immersive gallery, the Melbourne Aquarium and the Women's Health and Wellbeing Expo. All of these Hub programs have complimented the wide variety of parent engagement activities on both campuses including the highly successful Foundation Family Fun Day, Harmony Day celebrations, Mother's Day and Father's Day activities.

### **Framework for Improving Student Outcomes (FISO)**

In 2019, the Annual Implementation (AIP) focused on implementation of the Key Improvement Strategies (KIS) related to the FISO dimensions Building Leadership Teams and Building Practice Excellence.

Throughout 2019, there was a focus on strengthening the instructional leadership capacity of all members of the leadership team and other key staff in the school. We believed that if we build the instructional leadership capacity of key staff in the school; including strengthening their expertise in proven coaching methods, collaborative practices and models for developing collective efficacy then we will ensure a culture of collaboration and continuous school improvement.

Four (4) Learning Specialists and eight (8) Learning Centre Leaders participated in coaching sessions that focused on enhancing their ability to use professional learning team meetings and the FISO improvement cycle.

Continued work with our Leadership coach Pamela Macklin supported the leadership team to develop a suite of professional learning workshops which ensured all teaching staff worked collaboratively to develop their skills and knowledge associated with the Engage and Teach phase of our newly developed Instructional Model.

During 2019, the school also prioritised building the instructional capacity of other key staff with a number of teachers participating in the middle leaders Bastow Create or Inspire program to build their leadership capacity and to promote successional planning.

### **Achievement**

With Mathematics being a focus in 2019, a Numeracy consultant was employed to work with sub-school teaching teams across the two campuses to ensure that all teachers developed an improved understanding of the sequences of learning associated with Number and utilised this knowledge to personalise the learning for students in their home-group / sub-school. The Middle Learning Centre teachers (Year 3/4's) on both campuses were also supported by a Mathematics coach one day per week per semester. In addition, two (2) newly appointed Primary Mathematics Specialists were allocated to the Junior Learning Centres on both campuses to model best practice. This multilayered approach assisted in strengthening our teachers' understanding of the mathematics curriculum and their teaching practice.

Year 3 Reading NAPLAN results show that our students are performing comparably to students in other schools with cliental similar to ours. Although Year 3 and Year 5 Numeracy NAPLAN results show that our students are performing below students in other schools with cliental similar to ours, it is pleasing to note that students' high learning gain in Numeracy from Year 3 2017 to Year 5 2019 has increased from 21% in 2018 to 29% in 2019.

It must be noted that although the performance summary linked to teacher judgement of student achievement shows that we are performing higher than schools with similar clientele, 32% of our students are reported against the English as an Additional Language (EAL) continuum not the Victorian Curriculum and as such are not represented here.

As we were aware of this significant disparity between the NAPLAN and Teacher Judgement data sets in 2018, deliberate and intentional professional learning opportunities for all teachers were put in place to address this issue. As a result, the disparity between NAPLAN and Teacher Judgement data sets of our students are reported against the English as an Additional Language (EAL) continuum not the Victorian Curriculum has significantly reduced from 53.9% in 2018 to 32% in 2019.

In relation to our 2019 Program for Students with a Disability, all students who received funding had an Individual Learning Improvement Plan which was reviewed and updated with Parents / guardians on a regular basis as part of SSG meetings. Over the year all students showed progress at a satisfactory level or higher in relation to the individual learning goals outlined in their Learning Improvement Plans.

## Engagement

Students at Springvale Rise Primary School are motivated and engaged in their learning. The school has continued to promote the importance of regular school attendance and our Student Wellbeing team have routinely engage with families to follow up on absences and put in place a plan for improvement. The school has continued to use COMPASS to track student absences and an attendance SMS is also being sent to the primary family contact if a child is not marked present by 10:15am.

As illness and family holidays continue to be common reasons for non-attendance at Springvale Rise Primary School, we have continued to promote the importance of children being at school and the impact absences have on student learning. Absences across the school averaged 16.90 days per student and unexplained absences remain a significant concern.

In relation to student attendance, our data shows that our school has recorded less absences than expected in comparison to schools with a clientele similar to ours. Although the percentage of students with twenty (20) or more absence days increased from 24% in 2018 to 28% in 2019, the percentage of students with 0.5 – 9.5 days absence days has decreased from 49% in 2018 to 42% in 2019.

## Wellbeing

The 2019 Student Attitudes to School Survey results indicated that students demonstrated a very strong sense of connectedness to school with 88% of students in grades 4 - 6 providing a positive response which is above the state average of 81%. The Student Voice and Agency variable has continued to have the lowest percentage of positive responses but it is pleasing to note that it has remained stable.

A Restorative Practices approach was fully implemented in 2019, with daily circle time being prioritised in order to develop positive working relationships between students, and between students and teachers. Lunch time activities, (some of which were student led) were also implemented across both campuses. Both of these practices will continue in 2020 with the Welfare Team taking a leading role in implementation.

2020 will see the introduction of the Respectful Relationships Initiative. The learning material associated with the initiative has been designed to develop students' social, emotional and positive relationships skills. Professional learning opportunities and ongoing support will be provided for staff throughout the year to ensure that the implementation of the initiative is seamless.

## Financial performance and position

As in previous years, the school continues to operate in surplus. Just over 1.4 million dollars in Equity funding was provided to the school by the Department of Education and Training to support students from disadvantaged backgrounds. This funding was used to deliver tailored educational programs that met the needs of this cohort of students.




Long term planning to upgrade buildings and facilities to cater for 21st century learning, along with plans to accommodate our increasing enrolments, continues to be prioritised with a school-funded building project planned for 2019 to coincide with a Department / VSBA capital works project. Over the course of the year, careful management of school funding has also ensured that all financial commitments have been met, school programs have been appropriately resourced and strategic planning is in place for future needs.

## Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

### School Profile

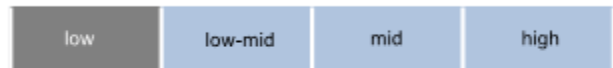
#### Enrolment Profile

A total of 550 students were enrolled at this school in 2019, 264 female and 286 male.

80 percent were EAL (English as an Additional Language) students and 0 percent ATSI (Aboriginal and Torres Strait Islander) students.

#### Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.



#### Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.













#### School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).



















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## Performance Summary

Achievement	Student Outcomes	Similar School Comparison
<p><b>Teacher Judgement of student achievement</b></p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>For further details refer to <i>How to read the Annual Report</i>.</p>	<p><b>Key:</b> Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: </p> <p><b>Results: English</b></p>  <p><b>Results: Mathematics</b></p> 	<p><b>Key:</b> Similar School Comparison  Above  Similar  Below</p> <p>Above </p> <p>Above </p>

## Performance Summary

Key:		Key:	
Range of results for the middle 60% of Victorian Government Primary Schools: 		Similar School Comparison	
Results for this school:  Median of all Victorian Government Primary Schools: 		 Above	 Similar
		 Below	
Achievement	Student Outcomes	Similar School Comparison	
<p><b>NAPLAN Year 3</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Similar </p> <p>Below </p>	
<p><b>NAPLAN Year 5</b></p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p>	<p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p> 	<p>Below </p> <p>Below </p>	



## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Primary Schools: ■  
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison  
● Above ● Similar ● Below

Achievement	Student Outcomes	Similar School Comparison																																
<p><b>NAPLAN Learning Gain</b> Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p>	<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td>52%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>33%</td> <td>39%</td> <td>29%</td> </tr> <tr> <td>Writing</td> <td>28%</td> <td>47%</td> <td>26%</td> </tr> <tr> <td>Spelling</td> <td>32%</td> <td>51%</td> <td>17%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>30%</td> <td>57%</td> <td>13%</td> </tr> </tbody> </table>	Domain	Low	Medium	High	Reading	27%	52%	21%	Numeracy	33%	39%	29%	Writing	28%	47%	26%	Spelling	32%	51%	17%	Grammar and Punctuation	30%	57%	13%	<p>There are no Similar School Comparisons for Learning Gain. The statewide distribution of Learning Gain for all domains is 25% Low Gain, 50% Medium Gain, 25% High Gain.</p> <div style="text-align: center;"> <table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th>Gain Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Low</td> <td>25%</td> </tr> <tr> <td>Medium</td> <td>50%</td> </tr> <tr> <td>High</td> <td>25%</td> </tr> </tbody> </table> </div> <p>Statewide Distribution of Learning Gain (all domains)</p>	Gain Level	Percentage	Low	25%	Medium	50%	High	25%
Domain	Low	Medium	High																															
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## Performance Summary

**Key:** Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school: ● Median of all Victorian Government Primary Schools: ◆ **Key:** Similar School Comparison ● Above ● Similar ● Below

Engagement	Student Outcomes	Similar School Comparison														
<p><b>Average Number of Student Absence Days</b></p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p><b>Similar School Comparison</b> A similar school comparison rating of 'Above' indicates this school records 'less' absences than expected, relative to the similar schools group with similar characteristics. A rating of 'Below' indicates this school records 'more' absences than expected.</p>	<p><b>Results: 2019</b></p> <p>Few absences &lt;-----&gt; Many absences</p> <p><b>Results: 2016 - 2019 (4-year average)</b></p> <p>Few absences &lt;-----&gt; Many absences</p>	<p>Above <span style="color: teal; font-size: 2em;">●</span></p>														
<p><b>Average 2019 attendance rate by year level:</b></p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>91 %</td> <td>90 %</td> <td>91 %</td> <td>90 %</td> <td>93 %</td> <td>93 %</td> <td>93 %</td> </tr> </tbody> </table>	Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	91 %	90 %	91 %	90 %	93 %	93 %	93 %	<p>Similar school comparison not available</p>
Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6										
91 %	90 %	91 %	90 %	93 %	93 %	93 %										

### Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school: ● Median of all Victorian Government Primary Schools: ◆ Similar School Comparison Key: ● Above ● Similar ● Below

Wellbeing	Student Outcomes	Similar School Comparison
<p><b>Students Attitudes to School - Sense of Connectedness</b></p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></p>
<p><b>Students Attitudes to School - Management of Bullying</b></p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p>		<p><b>Above</b> <span style="color: teal; font-size: 2em;">●</span></p>

## Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2019		Financial Position as at 31 December, 2019	
<b>Revenue</b>	<b>Actual</b>	<b>Funds Available</b>	<b>Actual</b>
Student Resource Package	\$6,276,923	High Yield Investment Account	\$1,176,585
Government Provided DET Grants	\$1,269,682	Official Account	\$35,264
Government Grants Commonwealth	\$21,607	Other Accounts	\$0
Revenue Other	\$70,306	<b>Total Funds Available</b>	<b>\$1,211,849</b>
Locally Raised Funds	\$233,396		
<b>Total Operating Revenue</b>	<b>\$7,871,914</b>		
<b>Equity<sup>1</sup></b>			
Equity (Social Disadvantage)	\$1,418,582		
<b>Equity Total</b>	<b>\$1,418,582</b>		
<b>Expenditure</b>		<b>Financial Commitments</b>	
Student Resource Package <sup>2</sup>	\$6,310,384	Operating Reserve	\$212,147
Books & Publications	\$6,004	Other Recurrent Expenditure	\$11,001
Communication Costs	\$9,587	School Based Programs	\$301,739
Consumables	\$126,106	Funds for Committees/Shared Arrangements	\$3,446
Miscellaneous Expense <sup>3</sup>	\$589,783	Asset/Equipment Replacement < 12 months	\$650,000
Professional Development	\$56,995	Capital - Buildings/Grounds < 12 months	\$369,503
Property and Equipment Services	\$518,688	<b>Total Financial Commitments</b>	<b>\$1,547,836</b>
Salaries & Allowances <sup>4</sup>	\$167,030		
Trading & Fundraising	\$59,294		
Utilities	\$54,512		
<b>Total Operating Expenditure</b>	<b>\$7,898,382</b>		
<b>Net Operating Surplus/-Deficit</b>	<b>(\$26,467)</b>		
<b>Asset Acquisitions</b>	<b>\$0</b>		

- (1) The Equity funding reported above is a subset of overall revenue reported by the school  
(2) Student Resource Package Expenditure figures are as of 26 February 2020 and are subject to change during the reconciliation process.  
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.  
(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

# How to read the Annual Report

## What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

## What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

### Achievement

- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

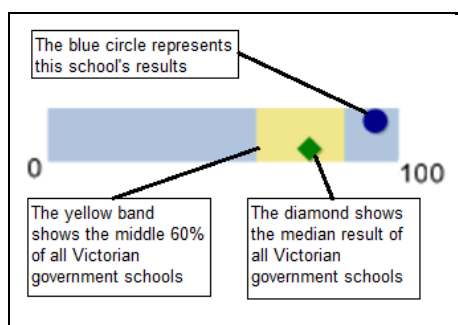
### Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

### Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

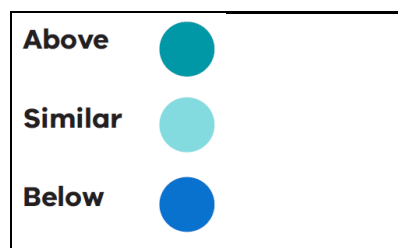


## What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's socio-economic background of students, the number of non-English speaking students and the size and location of the school.

The Similar School Comparison will identify if a school's result is 'Similar', 'Above', or 'Below' relative to the similar schools group with similar characteristics and is available for latest year data only.



## What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

## What is the *Victorian Curriculum*?

The Victorian Curriculum F-10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').